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ABSTRACT

This document presents the characteristics of the Planning for Life Program, conducted by the U.S. Army Recruiting Command and the National Consortium of State Career Guidance Supervisors. Planning for Life gives national recognition to selected coalition-based programs that have successfully implemented complete and effective career planning opportunities for youth or adults. This compendium lists the 7 essential elements of career planning, then profiles 12 award-winning programs, including 2 national award winners. Abstracts of each program include the following: grade level; type of school; program overview; program characteristics (clarity, commitment, comprehensiveness, collaboration, coherence, coordination, competency); materials used; program features; and contact person with address and telephone number. Contents of five appendixes are as follows: a matrix of program features; a list of 1994 honored programs; a key contact person listing; a state career guidance supervisors listing; and U.S. Army key addresses. (KS)

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ED 389 891

PLANNING FOR Life

A Compendium of

1995 Nationally Recognized Career Planning Programs

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With the Support of

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CE 070 401

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PLANNING FOR LIFE

A COMPENDIUM OF 1995 NATIONALLY RECOGNIZED CAREER PLANNING PROGRAMS

Developed With The Support of the

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Sponsored and Administered by

The U.S. Army Recruiting Command

Preface

There is a growing appreciation of the need for schools and agencies to help youth and adults develop plans for their lives. This new appreciation includes the belief that career choice is a process, not an event, which begins early and involves a wide variety of home, school, and community experiences. Career planning is central to one's school course selection, achievement, postsecondary education and training choices, and employment decision making and is vital to school-to-work and Tech Prep Initiatives.

This book provides readers with a variety of career planning program ideas. Information from the 12 applications chosen by the national review team has been abstracted and provided in an easy to use format. It is hoped that the readers will see a program feature or two that might represent a potential improvement for their programs and will be encouraged to contact the applicant directly.

- The 1994 Compendium can be accessed in ERIC, Career, Adult and Vocational Education, Center for Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210.

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CHAPTER I

INTRODUCTION

Career guidance practitioners across the country need tangible examples of effective career planning tools and methods in order to improve and expand their programs. The Planning for Life Recognition Program is dedicated to this objective. This book recognizes programs from 26 states and 36 schools and provides proven methods, processes, and tools in rural, urban, and suburban areas, primarily for use in schools grades 6 through 14. Because Planning for Life is designed to encourage collaborative career planning processes that help youth and adults become active participants in planning their futures, there is special focus on community collaboration.

Planning for Life recognizes effective coalition-based career planning efforts.

The United States Army Recruiting Command and the National Consortium of State Career Guidance Supervisors are committed to promoting the involvement of students, families, business, labor, and educators in partnerships that will enable youth today to "become all they can be" tomorrow. The Planning for Life Recognition Program is one way in which this commitment is demonstrated. Through this program, national recognition is given to selected coalition-based programs that have successfully implemented complete and effective career planning opportunities for the youth and/or adults served. State and national recognition of successful local commitment can in turn be an incentive for others to become actively involved in coalitions that will benefit youth in their communities.

School-to-work initiatives depend on effective career planning.

This Planning for Life **Compendium of Nationally Recognized Career Planning Programs** has four purposes:

This book is designed to provide guidance in career planning program enrichment.

1. To stimulate program planners to consider varied techniques.
2. To suggest a scope and sequence for the delivery of career planning.
3. To allow the review of one's own career planning program based on nationally accepted criteria.
4. To build awareness of new commercial and noncommercial career planning products and their use.

The 12 programs abstracted in this book followed application procedures that were used in all participating states.

- Schools/agencies register for the program and receive application materials, guidebooks, and other materials that describe a comprehensive career planning program, how to review one's own program, and how to prepare their school or district application.
- Applications are submitted to the state department of education, state guidance supervisor, where it is then reviewed by a committee of professional experts in the field.

- Applications are selected by each state and submitted to a national panel of professional experts who review and select one or more programs for national recognition.

- All state applicants receive certificates and State Honorees receive wall plaques during some in-state event.

- The program publicizes all applicant programs at the national and state level.

- The program prepares and disseminates this book annually.

CHAPTER II

PLANNING FOR LIFE—PROGRAM CHARACTERISTICS

Career planning brings action today and direction for tomorrow.

Career planning for all students is a natural and necessary part of any comprehensive guidance program. The career planning process encourages students to use the totality of guidance experiences to date to plot a successful future. The individual planning component allows students to participate in a series of structured activities that result in applying decision-making and planning skills to building their futures. The student formulates and brings into focus tentative career goals, selects academic and vocational courses, and identifies the levels of competency, certification and/or achievement that is necessary to reach the goals. This can be accomplished in a number of ways. For example:

- Portfolios can be used as personalized organizers while the individual is in school.
- Pre-apprenticeship learning may lead to a capstone world-of-work experience.
- Written career plans can offer direction and structure for future activities.
- Mentoring relationships provide possibilities for ongoing reality testing.

Early, complete and ongoing career planning keeps career doors open to numerous possibilities and opportunities. An individual's future is limited only by the imaginations of those involved in the planning. It is this formalized career planning process that this book addresses. It enables students to visualize opportunities and reach their full potential.

The Seven Cs of Career Planning

Seven essential elements of career planning were identified by the National Consortium of State Career Guidance Supervisors. The State Guidance Supervisors believe these elements encapsulate the common practices in the field. These Seven Cs are the standards by which career planning efforts are reviewed and rated in the National Planning for Life Recognition Program. They are:

The Seven Cs of career planning.

1. **Clarity of Purpose:** Shared understanding of the program's purpose by school, family, business and community.
2. **Commitment:** Ongoing investment of resources in the program by school, family, business, labor, industry and community.
3. **Comprehensiveness:** The degree to which the program addresses all participants and ensures that all career and education opportunities are fairly presented.
4. **Collaboration:** The degree to which schools, family, business and community share program ownership.

5. **Coherence:** The degree to which the program provides documented plans for all students and furnishes specific assistance and progress assessment.

Standards for evaluation are based on the Seven Cs.

6. **Coordination:** The degree to which the program ensures that career planning is developmental and interdisciplinary.

7. **Competency:** Evidence of student competency attainment.

The National Consortium of State Career Guidance Supervisors, with input from national, state and local guidance practitioners, has formulated these criteria for review and rating of career planning efforts. These criteria represent the standards against which local career planning efforts are reviewed and evaluated when submitted for consideration in the state and national Planning for Life Recognition Program. These criteria are useful in the qualitative review of processes that are already in place, but also as qualitative criteria during the developmental stage.

For career planning efforts already in place, it is suggested that a review team consisting of counselors, teachers, administrators, parents and community members be organized. This team would be responsible for conducting a review of the existing effort and making a qualitative assessment of each component (the Seven Cs) of the career planning process. The criteria listed on the self-evaluation form for each component provides direction.

Initially, the school's career planning processes could be rated according to the presence or absence of each of the seven career planning components. After discussion and opportunity for changes are made, it could be reviewed again with a focus on the quality of the program components. The review could be conducted independently by individual review team members or it could be conducted collaboratively. Either way, subsequent group discussion of the rating of each component is an important step in the self-evaluation process. In this way, all concerned gain objective insight about the strengths and weaknesses of the career planning process.

Existing Efforts

Improvements are always possible.

If a career planning process is just beginning, the criteria for each component can be used in each step of the design. As the process is developed, the suggested documentation materials can be integrated into the activities. Incorporating quality standards from the beginning will set the stage for an award-winning program. It is suggested that career planning collaborators keep the criteria checklist nearby throughout the design phase to ensure that each component is evident in the activities.

CHAPTER III

CAREER PLANNING PROGRAM COMPENDIUM

Thirty-six program applications were submitted for national consideration in 1995 through 26 states. Of these 36, there were 12 programs that were singled out by the national review panel as being exemplary career planning programs for youth. These programs were reviewed and abstracted by project staff. The reader is advised that these two page descriptions are but minor reflections of the total application packet submitted.

The abstracts are intended to provide enough information, in a useful format, to allow the reader to skim and identify needed information quickly.

How to Read Abstracts

- **Grade Level Identified**—Upper right hand corner
- **Overview**—Primary focus of program
- **Program Characteristics**—The seven criteria that the consortium has established provide the format for this section. The authors have presented, within each section, information about how the application focused on each criteria.
- **Commercial, Non-Commercial and Local Materials Utilized**—The authors selected from the program descriptions those commercial and noncommercial materials that appeared to be key to program delivery.
- **Program Features**—The authors selected a specific number of features that appeared to be unique and/or strong within the programs.

There were also two programs which were chosen to receive the National Planning for Life Award.

The National Honorees

Douglas High School -- Minden, Nevada

The Douglas High School Counseling and Career Guidance Center Program serves students in grades 10-12 through an innovative, sequential and detailed Career Development Plan. The Career Development Plan is multi-faceted, as it encompasses the following three areas: general career exploration, self exploration and workplace exploration. Career Folders provide documentation on each student's career planning progress and are maintained in the school career center.

St. Louis Career Education Office -- St. Louis, Missouri

The St. Louis Career Education Program is a comprehensive initiative that prepares all students preschool -- 12 with the attitudes, behaviors and knowledge required for choosing future careers. The primary focus of the program is the curricula designed for teachers and counselors with classroom lessons and activities. Lesson themes focus on self-awareness, career awareness, career exploration and career preparation.

DICKSON COUNTY HIGH SCHOOL DICKSON, TENNESSEE	Grade Level		
	Seven through Twelve		
	Rural	Urban	Suburban
	X	X	

OVERVIEW

The comprehensive career development program at Dickson County High School (DCHS) is designed to address the needs of all students by helping them acquire the following competencies: knowledge of self and others, career awareness, career exploration, and career planning and preparation. The program is developmental in design and includes sequential activities organized and implemented by counselors, teachers, administrators, parents, and community representatives. The plan includes career focused curriculum, counseling services, career planning program management, and selected resources.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The DCHS career development staff formed an advisory committee that consisted of teachers from all disciplines, counselors, administrators, students, parents, and business/community representatives. As a result of a needs assessment conducted by the advisory committee, the career development staff was able to prioritize twelve key competencies. Once the program design was completed, members of the advisory committee reviewed it, made suggestions, and approved the design.

Commitment - The vocational-technical department of DCHS has a three-member, full-time, career development staff--a vocational guidance counselor, a career skills specialist, and a special populations coordinator. The three members teach, coordinate, review materials, write grants, and evaluate the comprehensive career development program. Teachers and counselors at each grade level participate in the career development activities. Business and community leaders provide speakers throughout the year and participate in an annual career and college fair.

Comprehensiveness - The DCHS career development program was designed to be developmental, systematic and to serve the needs of all students. Teachers, counselors, business/community representatives, and the career development staff work together to meet these needs. The special populations coordinator works at each grade level to make sure the needs of special populations are being met.

Collaboration - Yearly, DCHS has a career and college fair in which as many as 75 businesses, schools, and military representatives participate. They provide information on job skills, job training, job outlook, and education needed for careers. The Rotary Club and Chamber of Commerce sponsor the fairs. Business and industry are involved in each phase of the program, with parents and teachers playing a major role at each grade level.

Coherence - The 7th graders are given a tech prep folder with their interest inventory results and their career skills workbooks in it. These folders and workbooks are included beginning with the 8th grade students. The 8th grade folder also contains DAT interest inventory and aptitude assessment results and the 8th grade tech prep/college prep decision making guides. Parents of eighth graders receive a folder to keep their children's four-year plans of study and all educational and career information they receive. The folders are continuously reviewed and 9th-12th graders' parents sign all students' forms. The career development folders are given to the 12th grade students to keep as a permanent resource.

Coordination - The vocational director, vocational guidance counselor, career skills specialist, and special populations coordinator are assigned the responsibility of coordinating and implementing the comprehensive career development program. The program is systematic and developmental and designed to meet the needs of all students. The career development activities have been implemented in required classes so that every student benefits.

Competency - At all grade levels, 7-12, all students complete career development workbooks as they participate in the career and educational planning process. The completion of activities insures that students are attaining certain career competencies as described in the program design. Each year students review their plans and counselors advise them during registration for classes. The career development staff conducts an exit interview, alumni survey, and school completer survey with each vocational-technical student. These surveys enable the staff to evaluate and improve the program each year.

Commercial Materials Utilized:

~ Why Stay In School videotape
~ Study and Work Habits videotape
~ Careers and Values: Understanding the Choices videotape
~ VIP Jr. Talent Assessment
~ PLAN
~ Career Exploration for the 90's
~ DAT -- Differential Aptitude Tests and Interest Survey
~ Armed Services Vocational Aptitude Battery (ASVAB)

Non-Commercial/Local Materials Utilized:

~ Comprehensive Career Development Program Plan
~ Career Skills Workbook
~ Communicating on the Job Handbook
~ What Employers Expect Handbook

Program Features - The comprehensive career development program is an integrated approach to providing career development experiences for all students, grades 7-12. Dickson County students need help developing into individuals who feel confident about themselves, who accept others, and are able to cope with life's demands. Life does demand that we make many decisions, one of the most important being the choice of a career. Through the comprehensive career development program, Dickson County equips students to make good career decisions. The program philosophy realizes what students choose to do with the rest of their lives will affect their overall well being.

For more information contact:

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Dickson County High School
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Dickson, TN 37055
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CUMBERLAND COUNTY SCHOOL SYSTEM FAYETTEVILLE, NORTH CAROLINA	Grade Level		
	Kindergarten through Twelve		
	Rural	Urban	Suburban
	X	X	

OVERVIEW

The fourth largest school system in North Carolina with 49,600 students, Cumberland County is both rural and urban. One hundred and forty counselors serve 49 elementary schools, 11 middle schools, eight high schools and two special schools. A full-time industry education coordinator and a career program coordinator serve the eight high schools. Seventeen counselors K-12 and a full time transcript clerk for each high school were hired during the 1994-95 school year to strengthen the capacity to deliver a K-12 comprehensive counseling program with a strong career development component.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The program goal is to ensure that most essentials of the career development program are available to all students at each grade level, and that all resources available to help students are used in developing their knowledge and skills. The counseling program mission statement, that includes a strong career planning component, is articulated in writing and goes through the school board and superintendent to all administrators, staff and parents. It is grounded in developmentally appropriate practices consistent with the guidelines. Great care has been given to include all important groups on school and district advisory committees.

Commitment - The local Board of Education allocated 15 more counselors, an additional clerk at each high school, and two lead elementary counselors who would focus on career development, staff inservice and career planning support. The Differential Aptitude Tests for all eighth graders was added to the system testing program in 1992-93, as was the computerized career software program, designed to help secondary students discover their interests and develop educational and career plans to match those interests.

Comprehensiveness - Written yearly, activities have been developed for each grade K-12. School to Work career planning initiatives include College and Tech Prep and a transition program for special needs students. One of the school system's high schools is a pilot "High Schools That Work" site honored by the U.S. Department of Education. "High Schools That Work" is a far reaching education model based on the belief that students can master complex academic and technical concepts if schools create an environment that encourages them to make the effort to succeed.

Collaboration - A strong partnership with the community business and industry leaders created a supportive, working relationship that breeds success. For example, the Plant Managers Association funded student tours of the community college and provided funds for the program advisement and printed materials. Dupont Corp. takes students and teachers to Dupont University for training about job qualifications; Kelly Springfield Corp. holds sessions on career development for parents at the work site led by counselors.

Coherence - A Career Planner portfolio records students' progress through secondary school. It is maintained by the school counselor and is used not only in advising students about their progress but also during parental conferences. Career interests and academic program options are explored systematically

through a sequence of activities. Parents approve the Four Year Academic Plan each year when it is updated and placed in the students' Planner Portfolio. High schools and middle schools hold parent registration evenings several times a year to inform them about their children's interests, course selections and program options.

Coordination - Career development counseling is an important part of the role of the school counselor. Through effective coordination, the school counselor works with other important groups to ensure that the comprehensive career competencies are being met for all students. It is the counselor who updates the Career Planner Portfolio each year and documents the degree that students have met their required competencies. Counselors coordinate the written curriculum with a district Information and Promotion Team and through the classroom teachers.

Competency - Evaluation measures focus on student outcomes. Student trends are studied and a monthly time and task analysis record of counselor time helps reduce non-guidance functions. Results of yearly surveys of various publics (i.e., parents, students) are fed back into the program improvement plan. Each counselor has a written yearly plan that is consistent with the school's mission and is related to the school's needs assessment. All data are shared with school staff, administrators, parents, and business partners.

Commercial Materials Utilized:

~ CHOICES
~ COIN
~ PSAT
~ Student Managed Portfolio
~ Differential Aptitude Tests/ Career Interest Inventory
~ Realizing the Dream
~ Armed Services Vocational Aptitude Battery (ASVAB)

Non-Commercial/Local Materials Utilized:

~ K-12 Comprehensive Counseling Program Resource Manual
~ College Tech Prep Career Paths For Students
~ Building Your Student Managed Portfolio
~ Get a Life Video
~ Four Year Academic Plan
~ Career Planner Portfolio
~ Career Choices in North Carolina
~ Getting Started: North Carolina Jobs & Careers

Program Features - Cumberland County Schools have developed a written, comprehensive, sequential and developmentally appropriate program that is consistent with career development theory, the professional counseling association and the school system mission statement. This program is highlighted by the following facets: Parents and Counselors Together (PACT) program, Realizing The Dream, Career Planner Portfolios, and guidance program time and task analysis compared to their annual plan.

For more information contact:

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Cumberland County School System
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Fayetteville, NC 28302
(910) 678-2442

GOOSE CREEK HIGH SCHOOL GOOSE CREEK, SOUTH CAROLINA	Grade Level		
	Eight Through Twelve		
	Rural	Urban	Suburban
		X	

OVERVIEW

The career development program at Goose Creek High School has three objectives: (1) to provide all students with the information needed to actively participate in planning for their future, (2) to equip students with the knowledge of today's workforce that allows them to make realistic career choices, and (3) to allow students to plan and implement their strategy for attaining successful and satisfying careers. This program is a result of systematic planning, is developmental in nature, and is designed to address the needs of all students in grade levels 8-12.

PROGRAM CHARACTERISTICS

Clarity of Purpose - A Career Specialist was placed at Goose Creek High School to develop and implement a career program that would offer career guidance and information to all students. The responsibilities of this person were specifically to develop a career planning program to meet the needs of students. Being a certified secondary guidance counselor, this person was given an office in the guidance department to coordinate these efforts and to work with the other counselors in providing career information to all students.

Commitment - Through their strong support, district personnel demonstrate commitment to implement a career planning program. They allow the faculty and staff the flexibility to develop this program. The community has responded in an incredible way to Career Day and Job Shadowing, and students are truly interested in being able to make good career choices. The district's Comprehensive Guidance Program specifically indicates that career planning is a major component along with self-knowledge and educational and occupational exploration.

Comprehensiveness - This program is an integral part of the district's comprehensive guidance program for students K-12. The career component is completely incorporated into the plan. It is sequential and developmental in nature and provides career information to all students. A career planner is started in the 8th grade with a four year plan and follows the student until graduation. All students at Goose Creek High School are provided with career planning information which is relevant to learning outcomes at each grade level. The Comprehensive Guidance Program was established as a K-12 program which encompasses all levels of counseling and includes identified competencies for each grade level.

Collaboration - Many groups work together to make this program successful and effective. The Career Specialist works with the faculty and staff, other counselors, and outside sources such as the Tech Prep Consortium, business and industry, district personnel, and the school's feeder middle schools. Local postsecondary institutions also play a vital role in the Goose Creek career planning initiative.

Coherence - Emphasis begins with the 8th grade and the use of CAPS, COPS, and COPES as career assessment tools. The results begin the career portfolio development that follows the student through high school. The career cluster concept is introduced through this assessment and continues with the establishment of clusters using all of the courses offered at the high school.

Coordination - Although the career development activities are planned and carried out by the Career Specialist, the success of the program is dependent upon the support of the faculty, administration, district personnel, parents, and business community.

Competency - The 9th graders are assessed to determine their career guidance needs. This helps to identify what the students need from career guidance and where some of the emphasis should be placed. An evaluation is given at the end of the year. Seniors are contacted in the fall following graduation to determine their status.

Commercial Materials Utilized:

~ Career and Occupational Preference System (COPS)
~ Career Ability Placement Survey (CAPS)
~ Career Orientation Placement and Evaluation Survey (COPES)
~ Armed Service Vocational Aptitude Battery (ASVAB)
~ Holland Self Directed Search (SDS)
~ National Career Development Guidelines (NOICC)

Non-Commercial/Local Materials Utilized:

~ South Carolina Occupational Information System
~ Student Career Planner
~ Tech Prep Consortium Brochures

Program Features - Goose Creek has made a commitment to the career development programs in their schools by hiring five Career Specialists to work with all the high schools and middle schools. This effort is an integral part of the district's comprehensive guidance program. The students will graduate with a career portfolio that has followed them since the 8th grade and will contain a variety of information that will benefit them in preparation for their postsecondary commitments.

For more information contact:

Gail F. Darley, Career Specialist
Goose Creek High School
Goose Creek , SC 29445
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CENTER SCHOOL DISTRICT # 58 KANSAS CITY, MISSOURI	Grade Level		
	Kindergarten through Twelve		
	Rural	Urban	Suburban
		X	X

OVERVIEW

The Center School District is committed to helping students prepare for their future. An essential part of the Career Planning Program is the development of basic academic and career skills and the mastery of course content in helping students become aware of the relationship of school to their future career. An important element in the success of the program is the joint effort that teachers and school counselors provide for students. They assist in their learning by offering a broad range of opportunities.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The purpose of the career planning program is to assist students at early ages and also throughout their education to become aware of their own uniqueness: their interests, skills, and qualities. Students in elementary and middle school are encouraged to explore and learn about the variety of careers available and the world of work. As they mature, more emphasis is placed on exploring career paths and matching their knowledge of self with career information. In addition, students are assisted with communication skills, decision-making and problem-solving techniques, planning, job search and retention skills.

Commitment - Ten guidance counselors serve 2,600 students in the Center School District. Each elementary school has one guidance counselor, the middle school has two, the high school has three and the alternative high school has one. The guidance counselors wrote the curriculum and take responsibility for implementing the career program as well as updating it as needed.

Comprehensiveness - All students of the Center School District are involved in career exploration and planning activities. This year the district has begun developing annual "Goals of Growth" for every student in the district. Students in grades five and up are involved in the development of their "Get A Life" Career Portfolio. The "Get A Life" Career Planning portfolios are being phased in and are presently in place in fifth through ninth grades. The portfolios should be completely in place by the 1997-1998 school year.

Collaboration - The Center District has working partnerships with 46 businesses and community organizations. Some of these partnerships are school or project specific, with others being more general. These relationships become more valuable as they mature. For example, in 1994 Marion Merrell Dow (MMD) Corp. invited district counselors to tour their facilities and to learn what characteristics MMD is looking for in their employees. Since that time, MMD provides each school with a MMD liaison, assists with career days, donates equipment for career computer programs, participates in programs, provides staff and pays curriculum expenses in order to offer Project Business and the Economics of Staying in School program to all eighth grade students.

Coherence - Each student begins his/her Get A Life Portfolio Plan in fifth grade. The purpose of the portfolio is to help the students collect information about themselves that they can then use for making personal, educational, and career decisions that could affect their entire lives. Portfolio activities are facilitated by the guidance counselor and the classroom or seminar teacher. Parents are encouraged to view

the portfolio with their child at any time. The portfolios play a significant part of the student-led parent conferences at the middle school each spring. Seminars at the middle and high school and classroom guidance time at the elementary schools are utilized to review and discuss the portfolio contents as well as complete curriculum activities.

Coordination - The career planning curriculum is embedded in the district's developmental guidance program. The curriculum is developmental and routinely revised by a broad base of school and community leaders. Implementation differs some at each level but is facilitated and developed through the guidance department. At the elementary level, curriculum is presented by the guidance counselors with assistance from the classroom teachers. At the middle school level, the guidance counselors develop, inservice and/or co-teach career planning with seminar classroom teachers. At the high school level, curriculum is also developed, inserviced, and/or co-taught by the counselors through seminar teachers and older student mentors. Documentation of the individualized career planning process is through the use of the portfolio.

Competency - The compilation of career/life planning activities provided for students showcases their personal strengths and positive characteristics as well as their personal growth over the years at the Center School District. "Get A Life" competencies are matched to our curriculum and show the process each child has progressed through. Students also complete five Goals for Growth each year. The five goals relate to Academic, Personal Responsibility, Leadership, Community Service, and Physical/Wellness Health. Once the goals are determined, each student identifies necessary action steps and review dates. These goals are reviewed by the student's parents and teacher.

Commercial Materials Utilized:

~ "Get A Life" Portfolio
~ The CDS Study Skills Inventory For Job Success
~ Self Directed Search
~ Self Exploration Inventories
~ Understanding Who You Are

Non-Commercial/Local Materials Utilized:

~ Missouri View Career Information System
~ U.S. Department of Labor Occupational Outlook Handbook
~ District Guidance Curriculum
~ Job Shadowing Program

Program Features - The Center School District, as set forth in its mission statement, is committed to providing quality learning experiences for all students, with the expectation that they become responsible and productive citizens in our global and multicultural society. Planning for Life encompasses all that is done in education and gives education purpose. Our program emphasizes that we must motivate students by showing the value of what we are asking them to do. Career life planning is Math, Science, Home Economics, Chess Club, and Football made relevant.

For more information contact:

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LINCOLN PUBLIC SCHOOLS LINCOLN, NEBRASKA	Grade Level		
	Six through Twelve		
	Rural	Urban	Suburban
		X	X

OVERVIEW

Career and Educational Planning has long been recognized in the Lincoln Public Schools System as an essential component of every student's preparation for the future. This 9-week career program was developed in recognition of the need for better career awareness, planning, and job seeking skills among students. The Career and Education Planning course, required for graduation in the Lincoln Public Schools, was first offered to students in 1980. Since then, over 30,000 students have had the opportunity to make sure they have "careers by choice, not by chance."

PROGRAM CHARACTERISTICS

Clarity of Purpose - Career education and a course on Career and Educational Planning are compatible with district goals that state that curriculum and instruction have a statement of purpose, outcomes, student activities and assessment measures. Parents and representatives from school, business, labor, and industry have been involved in the development of the program. The philosophy of the Lincoln Public Schools Board of Education states that the primary mission of the schools is the development of responsible adults who are productive citizens in a pluralistic community, nation, and world and who are prepared to learn throughout their lives.

Commitment - The mission and philosophy statement of the district and of the individual schools emphasizes the importance of career and educational planning as an important component of the total educational process for all students. Appropriate resources are provided students, staff, parents, and community representatives.

Comprehensiveness - Career awareness is provided throughout grades K-5 and career education and exploration occurs in grades 6 through 8. All middle school students are required to successfully complete career exploration courses designed to correlate abilities and interests with career options. Students in grades 9 and 10 are required to complete a Career and Educational Planning course.

Collaboration - Building and district counselors and staff work cooperatively to provide career and educational planning assistance and resources to all students. Parents, students, building and district counselors, representatives of postsecondary educational agencies, representatives of business and industry, and representatives of the community are involved in the development, implementation, and evaluation of all program components.

Coherence - Each student in grades 9 and 10 develops a 4-year career and educational plan that ensures that all high school graduation requirements and entrance requirements to postsecondary institutions and work are being met. These plans, on file in the counseling centers, are reviewed by counselors one or more times per year. Students may alter these plans in collaboration with a counselor based on a review of transcripts, assessment tools, and career objectives. Additionally, a counseling liaison specializes in assisting students in scheduling campus tours, job shadowing, and mentoring. Surveys of career interests and college choice are conducted by the counseling staff and tabulated to aid in the creation of personalized activities for students with similar interests.

Coordination - The high quality and level of comprehensiveness, collaboration, and coherence guarantees the systematic coordination and development of the career planning program. The organization and coordination of activities are under constant review and require continual networking within the school and community to make sure that information is current and relevant.

Competency - Students in the Career and Educational Planning course demonstrate competence in job-seeking skills through preparation of a job application, resume, letter of application, and thank you letter. This preparation culminates in an interview fair that provides opportunities for students to participate in mock job interviews with management representatives from area businesses. Employers provide students with valuable written feedback about their interview performances.

Commercial Materials Utilized:

~ CAPS/COPS/COPES Tests/Inventories
~ PLAN Test
~ TAKEOFF Videos

Non-Commercial/Local Materials Utilized:

~ Careers and Education in Nebraska - Nebraska Department of Education, Nebraska Department of Labor, Nebraska Career Education System
~ National Occupational Information Coordinating Committee - Career Development Guidelines
~ Postsecondary Educational Agencies Bulletins and Promotional Materials

Program Features - Students experience a systematic process for developing career and educational planning. The process includes analyzing and evaluating information and experiences, studying test results, participating in presentations provided by representatives of career clusters and educational agencies, and completing four-year educational plans compatible with career plans.

For more information contact:

Buford W. Jones, Career Plan Curriculum Leader
Lincoln Public Schools
P.O. Box 82889
Lincoln, NE 68510
(402) 436-1819

DOUGLAS HIGH SCHOOL MINDEN, NEVADA	Grade Level		
	Ten through Twelve		
	Rural	Urban	Suburban
1995 NATIONAL HONOREE	X		

OVERVIEW

Douglas High School has established an innovative, sequential and detailed Career Development Plan program initiated by district support from the school board, administrators, counselors and parents through a district wide Strategic Plan and the Comprehensive Guidance and Counseling Plan.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The staff has unified behind a directed curriculum development that includes an emphasis on career education. Teachers have opened their classrooms to the Career Guidance & Counseling staff and have implemented career education activities in their lesson plans.

Commitment - The Douglas High School Counseling and Career Guidance Center focuses on continued investment in the student's individualized plan and utilizes expertise on its campus, in the community and in the business environment to help students with realistic planning.

Comprehensiveness - Career Education is a lifelong process that is developmental in its delivery. Important to the Douglas High School process is continual self-exploration, development of a healthy self-concept and access to varied role models, shadowing, mentoring, internship or work experience opportunities and with concurrent academic and vocational training. Douglas High School places particular focus on three areas of career development: 1) General career exploration. 2) Self exploration. 3) Workplace exploration.

Collaboration - Douglas High School has committed itself to a community and school partnership and responds to the strategic plan initiative that is cooperatively developed. Parents are encouraged to become "partners in education." Douglas High School opens its doors to parent volunteers and solicits information for program creation and change.

Coherence - The Career Guidance and Counseling Department utilizes a Career Folder as the central source of student information with regard to career exploration, interest inventory results, academic planning and goal setting. The Career Folder is housed in the Career Center and given to the student when he/she leaves school for employment purposes.

Coordination - Career Development in Douglas High School occurs in a planned program designed to provide: grade level career activities, information access across all curriculum areas and a solid foundation for 10-12th grade students future education and training. The responsibility for organizing, coordinating and keeping abreast of the program rests with the Guidance staff (career center) who then disseminates information and enlists help or suggestions for improvement from teachers, counselors, community members and staff before presenting the guidance and counseling to students.

Competency - A measure of competence or success is that all students choose a path and exit level plan and explain why a particular path and exit was selected. Career Guidance and Counseling competencies at Douglas High School follow competencies suggested by NOICC (National Occupational

Information Coordinating Committee). Self exploration and career planning competencies are evidenced in the individual student Career Folders. Community/ Business participation that specifies expected outcomes and strategies for success are important to the guidance program delivery.

Commercial Materials Utilized:

~ Armed Services Vocational Aptitude Battery (ASVAB)
~ QUEST Student Assessment
~ PLAN Student Assessment
~ General Aptitude Test Battery (GATB)
~ Investigacion Auto-Dirigida (Spanish language)
~ VIESA Career Planning Activities
~ Career Ability Placement Survey (CAPS)
~ Career Orientation Placement & Evaluation Survey (COPES)

Non-Commercial/Local Materials Utilized:

~ Student & Parent Planning Guide
~ Scholarship Guides
~ Career Folders
~ Guide to Successful Job Hunting
~ Careergram Newsletter
~ Principal Letter to students and parents

Program Features - The Douglas County School District and especially its high school, has embarked upon a strategic planning process utilizing community members, parents and members of business, labor and industry to provide students an education enabling them to "chart a course into the next century." All students participate in an interactive school - family - community partnership that supports them academically, vocationally and socially.

For more information contact:

Cheryl Bricker, Program Assistant for Career Education
Douglas High School
P.O. Box 1888
Minden, NV 89423
(702) 782-5136

BUCKEYE CAREER CENTER NEW PHILADELPHIA, OHIO	Grade Level		
	Kindergarten through Twelve		
	Rural	Urban	Suburban
	X		

OVERVIEW

The Career Education Program of the Buckeye Career Center addresses the educational and career setting goals for 22,000 students in an 11 school district area. The chief characteristic of this highly collaborative program is its Comprehensiveness. The total integration of career and academic material is stressed through all grade levels, tracking career awareness in grades K-5, career exploration in grades 6-8, initiating the Individual Career Plan in 8th grade and documenting competencies at the end of the 12th grade culminating in the Career Passport for each student.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The foundation of the career program is the mission statement that was developed by a collaboration of teachers, administrators, students, parents, business and community members. Strategies are developed to meet the interest needs of each of these groups. Components of the program involve creating career awareness in grades K-5, vocational exploration in grades 6-8 and preparation in grades 9-12.

Commitment - The program is characterized by the wholehearted support of area educators and administrators, as well as the area teaching and counseling staff. Resources are devoted unselfishly and classroom time is set aside for the implementation of all of the career program's goals. Students and parents invest much time, and additionally, parents have made a financial commitment to the program. The district has a full time Career Coordinator dedicated to the process, and the community has responded positively with mentoring and job exploration services and opportunities.

Comprehensiveness - The program involves over 22,000 students from 11 school districts. It begins in kindergarten and continues through 12th grade. It involves, but is not limited to, awareness, exploration, assessment, career information, hands-on opportunities, industry mentoring, shadowing and career involvement.

Collaboration -The goals of the program were cooperatively developed with input from schools, home and community. In addition, partnerships have developed with community agencies and groups, as well as business and industry leaders. Recently the program has become involved with a new Tech Prep articulation effort and has an on-going collaboration with the regional campus of Kent State University.

Coherence - The program follows a formalized track from kindergarten through 12th grade. Students progress from career awareness and exploration in the early grades to the development of an Individual Career Plan, culminating with the achievement of a Career Passport at the end of 12th grade.

Coordination - The responsibility for the coordination of the career education program rests in the hands of a Career Coordinator. This coordinator works closely with all committee members and convenes the collaborative committee that develops the program's mission statement goals and activities. The Career Coordinator is also responsible for guiding the process and focusing on committee goals and evaluating its efforts.

Competency - The Career Program is outcome based. All students complete an Individual Career Plan and work toward a Career Passport that documents their occupational competencies, achievements and work readiness.

Commercial Materials Utilized:

~ Children's Occupational Outlook Handbooks
~ Dream Catchers - Elementary Career Activities
~ Early Occupational Career Awareness Program
~ Job-O Dictionary
~ Sunburst Career Videos
~ Career Discovery Encyclopedia
~ Career World Magazine
~ Ohio Career Information System (OCIS)
~ QUEST
~ Interest, Determination, Exploration and Assessment System (IDEAS)
~ E-WOW
~ Armed Services Vocational Aptitude Battery (ASVAB)

Non-Commercial/Local Materials Utilized:

~ Pocket Resumes
~ Career Education Day
~ Parent Pack
~ Career Education Coloring Book
~ "Skills of Life" Seminar
~ Career Information Newsletter
~ Saturday Morning Instructional Learning Experience (SMILE)

Program Features - The Buckeye Career Center's Career Planning Program is made up of various initiatives and unique offerings for students such as Saturday Morning Instructional Learning Experience, Career Education Day involving the Buckeye Career Center and Kent State University Regional Campus, a constant flow of table top demonstrations in elementary and middle schools, Career Education coloring books about Buckeye Career Center, a locally produced monthly newsletter and an 11 district "Career Fair" that brings business, industry, parents and education together for career planning.

For more information contact:

Tom Rogers, Career Education Coordinator
Buckeye Career Center
545 University Drive NE
New Philadelphia, Ohio 44663
(216) 339-2288

RIVER RIDGE MIDDLE/HIGH SCHOOL NEW PORT RICHEY, FLORIDA	Grade Level		
	Six through Twelve		
	Rural	Urban	Suburban
			X

OVERVIEW

River Ridge Middle/High School has a developmental career decision-making program that serves all students, parent supporters, as well as its business community. The career planning program is a collaborative effort designed to help students progress from the middle school through high school and beyond. Students focus upon decision-making skills to include training for entrance into the workforce following a one to four year postsecondary experience.

PROGRAM CHARACTERISTICS

Clarity of Purpose - River Ridge's career development program uses a team approach, which includes: teachers, administrators, counselors, career resource specialists, students, parent/business, and community advisors. Through teaming, this program is an adjunct to the developmental personal/academic guidance program. The program brings together the training needed by its students for their school-to-work transition. Career activities enhance the academic environment and are included in the curriculum of many subject areas.

Commitment - A commitment has been made by the school and district administration to provide time for student and faculty planning meetings and attendance at conferences and training seminars. Teachers attend training sessions that provide information about career and educational programs with related Tech Prep initiatives. Curriculum meetings focus on the design of the career competency need of students for their choice careers. Additionally, the District School Board has endorsed the process and supports staff training for needed program implementation with the provision of authorized release time for all staff associated with supporting the value and importance of its career planning program.

Comprehensiveness - Student developed career and educational plans are provided to teachers and parents at all levels during the career planning process. Timelines are set, specific roles are identified, and materials made available to help implement the plan. Support is given from the county for the purchase of videotapes, print materials, testing supplies, and computer support material. Beginning in eighth grade, each student develops a planned program of study to reflect the academic and vocational/technology program selection for the four years of high school.

Collaboration - Student-developed career and educational plans used at River Ridge Middle/High School examine the processes used to address career trends and local business issues. The plan reviews school attendance and dropout data to help in the design of ancillary instructional programs such as its Accelerated Alternatives Program and the Intensive Accelerated Program. Programs in Diversified Cooperative Training and Business Cooperative Education allow students the opportunity to profit from employment in the community while earning high school credit.

Coherence - Student performance outcomes and career/educational components are clearly specified at all levels as evidenced by individual student career/educational plans that are reviewed at least on an annual basis by parents, teachers, and guidance counselors. Student Career Blueprint Folders, maintained in the guidance suite and used by the guidance counselors to advise students on needed planning for their

four-year plan, contain interest surveys and supportive activities conducted throughout the middle school/high school years.

Coordination - The establishment of a program action plan at River Ridge Middle/High School reflects the movement of the student from the exploratory stage (taking place in middle school), to the direct training in vocational/technology programs, academic, and applied academic courses (at the high school level). Planning currently includes career infusion activities at all levels. The plan considers student development in the areas of goal setting, career selection, job search, employability skills, and postsecondary educational decision making.

Competency - Based upon specific outcomes of each student's career plan, they include individual goals, expected outcomes and strategies for success. Counselors use the data to identify competencies and indicators to assist students in the development of a plan of study to reflect the individual's known and anticipated education and achievement level. Emphasis is given to identifying role models the students have for occupational/career areas they wish to explore.

Commercial Materials Utilized:

~ Armed Services Vocational Aptitude Battery (ASVAB)
~ Job-O
~ Major-Minor Finder
~ QUEST
~ CLECT and GIS computer programs

Non-Commercial/Local Materials Utilized:

~ Senior Post-Graduation Plan
~ Career & Education Planner
~ U.S. Department of Education Financial A Student Guide
~ Tech Prep Brochure
~ Tech Prep Agribusiness Program of Study Catalog
~ Tech Prep Business Program of Study Catalog
~ Tech Prep Industrial Technology Program of Study Catalog
~ Tech Prep Family and Consumer Science Program of Study Catalog
~ Career Shadowing Day Programs for: Students & Sponsors

Program Features - The River Ridge Middle/High School Career Planning Program is made up of effective initiatives involving the business community. These allow students the chance to explore their options and learn what career might best suit them. Examples of these initiatives include: career shadowing, the mentors program, career fairs, guest speakers and Educators in the Workplace.

For more information contact:

Jerry P. Petersen, Career Resource Specialist
River Ridge Middle/High School
11646 Town Center Road
New Port Richey, FL 34654
(813) 836-7300

UPPER VALLEY CAREER DEVELOPMENT PROGRAM PIQUA, OHIO	Grade Level		
	Kindergarten through Twelve		
	Rural	Urban	Suburban
	X		X

OVERVIEW

The Upper Valley Career Development Program is a state-funded career development program that serves a coalition of 13 school districts, 55 buildings, 20,022 K-12 students and 1,233 K-12 educators. This coalition-based career planning program serves all of Shelby County and half of Miami County, Ohio.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The Upper Valley Career Development Program, its planned activities, and its expected outcomes are understood and agreed to by all participants. These participants (volunteer building representatives, task force members, educators, curriculum directors, business people, parents and community members) meet semi-annually to provide input about program goals, services and outcomes.

Commitment - The schools integrate time for career planning team meetings in the middle and high school schedules. In several middle and high schools, career awareness classes and units are included as part of the curriculum. The career development staff meets regularly with career planning teams, building representatives, task force members, and the program advisory committee members.

Comprehensiveness - The Upper Valley Career Development Program addresses all students and ensures that all career and educational opportunities are fairly and fully represented. The program assures that complete career information is provided to all teachers, students and parents through a variety of means. These means include checklists, newsletters, a lending library, monthly packets of career activities, as well as results of interest inventories and aptitude tests.

Collaboration - There is shared ownership of the career development program by schools, families, businesses and communities. Various school/community partnerships have been instrumental in helping the Upper Valley Career Development Program achieve its goals. Many useful programs have resulted from committees composed of career development staff, employers, administrators, counselors, and teachers who have worked together to set goals and implement action plans.

Coherence - The Upper Valley Career Development Program provides a documented career plan for all students by grade eight and furnishes specific assistance and assessment of progress. The individual career plan document is provided by the career development program to students in all 13 districts. This document was designed by a task force of representatives from all 13 districts and meets all Ohio Department of Education requirements. This Individual Career Plan is initiated by all public school students prior to completion of eighth grade. This plan is reviewed and updated each year of high school.

Coordination - The Upper Valley Career Development Program ensures that career planning is developmental and interdisciplinary. Building representatives in each K-12 building and career planning teams in each middle and high school implement task force suggestions and help plan, coordinate and implement other career activities in their buildings. Examples of activities include field trips, career days, guest speakers, and classroom participation in a variety of career activities.

Competency - All Individual Career Plan documents ask students to identify a career goal and an educational plan to meet that goal. In addition, the Career Skills Checklist identifies career development outcomes which students are expected to master during each year of high school. Students are required to participate in Core Standard Interviews which measure the effectiveness of their career planning process, while parents participate in meetings to help students plan and evaluate their career paths.

Commercial Materials Utilized:

~ Armed Services Vocational Aptitude Battery (ASVAB)

Non-Commercial/Local Materials Utilized:

~ Ohio's Career Development Blueprint/ K-5
~ Ohio's Career Development Blueprint/ Middle School
~ Ohio's Career Development Blueprint/ High School
~ Individual Career Plan Folder
~ Job Shadowing Action Plan
~ Educators Learning Through Business Action Plan
~ The Beacon - Career Development Newsletter
~ Career Skills Checklist

Program Features - The mission of the Upper Valley Career Developmental Task Force is to positively promote career development in school systems and to encourage students to become employable, productive citizens. This mission is accomplished because the program is actively supported by area businesses, industries and community organizations, and because all activities have a direct impact on students as they plan for their futures.

For more information contact:

Carol Baer, Career Development Coordinator
Upper Valley Career Development Program
8811 Career Drive
Piqua, Ohio 45356
(513) 778-0674

SPRINGDALE HIGH SCHOOL SPRINGDALE, ARKANSAS	Grade Level		
	Ten through Twelve		
	Rural	Urban	Suburban
	X		

OVERVIEW

The Career Guidance Program of Springdale High School is part of a total team effort within the school to help students prepare for the world-of-work or further educational training. The program serves over 1,600 students each year and is responsive to the counseling and career planning needs of these students. An advisor system was developed called the "Career Action Plan" (CAP). Its purpose is to help students and their parents explore education and occupational possibilities and make appropriate career decisions based on complete and current information.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The CAP program includes components of career development from pre-kindergarten through grade 12 with a heavy emphasis on postsecondary education and lifelong learning. The process includes extensive collaboration with faculty, administration, counselors, business and industry, parents and postsecondary institutions, as well as with the surrounding 17 school districts. The purpose of the CAP program is to give students and parents the information they need to make career decisions and Career Plans.

Commitment - The school district has demonstrated commitment to the CAP program in many ways. Time is provided for needed in-service training of career advisors. A state-of-the-art career center with the latest technology in career assessments and information was added in 1994. Counselors are not involved in administrative tasks. Over eighty percent of their time is spent on teaching and counseling students those skills needed for a successful life.

Comprehensiveness - Special preparation is made to accommodate non-English speaking students, as well as any other student who might need special consideration or help in setting up a program of study. Results from achievement tests, report cards, career assessments, learning styles and interest inventories and aptitude tests are part of the career portfolio that is reviewed on a regular basis. The first CAP conference is held in eighth grade when students and parents are asked to develop a six year plan of education.

Collaboration - This career planning program is built on collaboration. Springdale High School counselors provide career planning information through classroom guidance activities. They also train teachers as advisors, serve on the parents advisory committee, set up School-to-Work conferences for juniors, meet regularly with standing program committees, keep the Career Center current, and instruct teachers in industry class.

Coherence - The students' career portfolios are maintained by their career advisor. Each month the advisor meets with students to provide career information through locally prepared curriculum units and to review and update each portfolio. The culminating activity is the spring CAP conference where students review their chosen programs of study and select classes for the next year that support their programs of study.

Coordination - The positions of Guidance Coordinator and Vocational Coordinator are combined into one position in Springdale Public Schools. Therefore, coordination of career guidance, Tech Prep, Youth Apprenticeship and other school-to-work initiatives are by design an integral part of the counseling and vocational programs. This is the single most important factor in assuring coordination of the career development program in grades K-12 (vertical alignment) and across the content areas and grade levels (horizontal alignment).

Competency - The guidance program is based on a competency based model where skills needed by students to be successful in the workplace are identified and activities are developed to systematically teach these skills to students. Through participation in youth apprenticeship programs, all vocational areas are working with their business partners to identify skills needed so that students will enter the workforce earning higher wages than other entry level workers.

Commercial Materials Utilized:

~ College View
~ Career Ware -- career information
~ SAT - Achievement Tests
~ Piney Mountain Aptitude Test

Non-Commercial/Local Materials Utilized:

~ CAP Advisor Training Packet
~ Grade Improvement Program
~ Community Service Program

Program Features - The Springdale High School guidance program has successfully moved from a traditional "availability on demand" model to a more competency based model for delivery. Through this approved model the desired competencies for graduating students are identified and matched with programs and activities implemented through the guidance program. In addition, counseling personnel collaborate with the administration, faculty, parents, students and business community during ongoing planning and implementation.

For more information contact:

Jan Struebing, Career Specialist
Springdale High School
1103 West Emma
Springdale, AR 72764
(501) 750-8883

ST. LOUIS PUBLIC SCHOOLS CAREER EDUCATION OFFICE ST. LOUIS, MISSOURI	Grade Level		
	Preschool through Twelve		
	Rural	Urban	Suburban
1995 NATIONAL HONOREE		X	

OVERVIEW

The St. Louis Career Education Office has the charge of preparing all students for their future possibilities. Career Education is an overarching process that needs to begin early to fully prepare students with the attitudes, behaviors and knowledge required for future careers. The Career Education Office delivers these services in three major ways: 1) a comprehensive curriculum for all grades, pre-school to grade twelve; 2) student support programs to enhance and extend the curriculum; and 3) staff development and training.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The Career Education Office of St. Louis was founded and based on the needs identified by a number of entities within the School District and the community. The purpose of the office is to help "develop responsible, intelligent, self directed human beings who function as effective citizens...are career oriented...(and) can function in a technology oriented world..."

Commitment - The strength of the Career Education Office lies in the continuous support that it has received from its Board of Education, central administration and the district's many schools. This is clearly evidenced by the fact that the Career Education Office has been an integral part of the District's instructional program by being assigned within the curriculum division. Support from teachers, parents and the business community continues to grow. The fact that this year, approximately 2,000 business people will donate over 6,500 working hours with students is demonstration of commitment.

Comprehensiveness - The Career Education Office touches all students in St. Louis City and many in St. Louis County via curricula and instructional support programs. It also serves as a resource for teachers throughout the metropolitan community. This, combined with the District's school guidance program, provides complete counseling information related to work, education and training to teachers, students and parents during the career planning process.

Collaboration - Partnerships and collaborative efforts are a vital aspect of the Career Education effort in St. Louis. The Office recruits business/community leaders annually through direct solicitation and by asking business leaders to recruit others. The developmental phase of the program requires the involvement of individuals from throughout the community. These groups of teachers, business persons and parents helped formulate the design and delivery of the Career Education thrust. Today, the established programs require the cooperation of both the educational and business communities. The program stands as a model of how cooperative community efforts can benefit youth.

Coherence - A documented plan that furnishes specific assessment of career planning progress is provided to students in grades 6-12. Under the direction of the classroom teacher and/or the counselor, middle school students begin gathering personal and career information while in grade 6. Each student's information is recorded in a Middle School Career Planning Folder which is continuously updated in grades 7 and 8. The folder is designed to help students gather information about their unique characteristics, strengths, academic and career interests and future life goals. When completed, the folder contains

information about possible careers the student can consider in making a life plan. The folder is designed to include interviews with businesspersons, high school and college information as well as field trip notes and other items related to planning for the future.

Coordination - The Career Education Program is systematically and developmentally designed and implemented in grades preschool - 12 with sequential curriculum and support programs addressing each grade level. In the District, career planning appears synonymous with curriculum development. Curriculum supervisors design grade level and subject matter curriculum guides which include career concepts.

Competency - The expertise of the district counselors is relied upon for helping students evaluate career plans. The District has a system of evaluating career plans that draws upon the Missouri Comprehensive Guidance Model program. The Career Education Office has offered a model of student competencies accompanied by a pre and post test in the career preparation curriculum. These instruments provide invaluable guidance information for teachers and counselors as they assist young people in developing their life plans.

Commercial Materials Utilized:

~ Armed Services Vocational Aptitude Battery (ASVAB)
~ Job-O Student Assessment
~ Differential Aptitude Tests

Non-Commercial/Local Materials Utilized:

~ Career Preparation Curriculum
~ The Career and College Exploration Program
~ Men of Tomorrow Plan Today Conference
~ Women of Tomorrow Plan Today Conference
~ Career Values Inventory
~ Helping Your Child Succeed -- A Parenting Guide
~ Middle School Career Planning Folder
~ Planning for Postsecondary Training Booklet
~ Career Portfolio

Program Features - The St. Louis Career Education Initiative is a plethora of programs involving the business community. These allow students the chance to explore their options and to see if they can visualize themselves wearing different career hats. Examples of these programs include: Student Shadowing, Career and College Exploration Conference, College Majors Conferences, Careers About Town, Career Awareness Fair and a Summer Jobs Fair.

For more information contact:

Susan Katzman, Career Education Unit Director
St. Louis Public Schools Career Education Office
901 Locust Street
St. Louis, MO 63101
(314) 231-3720, ext. 711

LINCOLN HIGH SCHOOL TALLAHASSEE, FLORIDA	Grade Level		
	Nine through Twelve		
	Rural	Urban	Suburban
		X	

OVERVIEW

Lincoln High School provides an effective and comprehensive Career Education Program for all students. Through the coordinated efforts of the members of the Lincoln community, students develop career and educational goals over the course of their four years in high school. Students leave Lincoln with the confidence and knowledge that they made good choices and plans for their futures.

PROGRAM CHARACTERISTICS

Clarity of Purpose - The Lincoln High School Program prepares students to graduate from high school, enabled to enter the workforce of the future with high degree of marketable skills. These skills are needed to function effectively in a changing, competitive, and technologically evolving society and to continue a pursuit of life long education.

Commitment - The commitment from the business community, parents, and faculty is evidenced by the interest, support, and energy directed towards Lincoln's career education program, as well as a continuous investment of resources. Lincoln's Business/Partnership Program is the largest in its school district. The volunteers in this program represent their companies as partner contacts who work to match their available resources with the students interests and needs.

Comprehensiveness - A comprehensive four-year career and academic planning program is coordinated by Occupational Specialists and is the integral part of the Schools Guidance Plan. The Occupational Specialist and guidance counselors collaborate to ensure that students are provided sequential assessment activities that measure abilities, aptitudes, achievement and interests. Additional components of this program include current career information, resources and materials; realistic advisement in educational planning and career exploration; as well as a planned sequence of school and community based career exploration experiences.

Collaboration - School-to-work transition activities and programs are essential educational elements at all learning levels at Lincoln. Collaborative planning with teachers, administrators, parents, business and community members produce career exploration experiences that are proactive, thorough, realistic, individually targeted, and involve the community as a whole. These experiences help students develop effective and challenging career life plans.

Coherence - Coherence of Lincoln's career planning program is evident in the thorough utilization of the "Pathways to Your Future" Program that encourages and promotes interaction among students, teachers and parents related to career and academic planning. Students develop a four-year plan that is periodically reviewed, discussed and revised with teachers, counselors, and occupational specialists. Students are encouraged to record pertinent career and academic information at any time in their "Pathways" portfolios.

Coordination - Coordination of Lincoln High School's career planning program is a primary responsibility of an occupational specialist, who provides a multitude of career services and information to

students, faculty and parents. The commitment to the importance of school-to-work transition programs is evidenced by the quality and quantity of courses offered throughout the total instructional program that provides essential career exploration training and opportunities in a highly articulate way.

Competency - The four year career planning program identifies competencies students should attain at each grade level. Their portfolios reflect completion of projects, activities, and/or programs that relate to their competencies. The portfolios help identify student growth and development and help measure progress toward graduation and career planning. Tools for making informed career path choices and for facilitating the transition process from high school to postsecondary education and/or the workforce are evident throughout the high school.

Commercial Materials Utilized:

~ Armed Services Vocational Aptitude Battery (ASVAB)
~ CHOICES
~ COPS
~ SDS
~ SCANS Modules
~ Occufacts
~ Occupational Outlook Handbook
~ Encyclopedia of Careers

Non-Commercial/Local Materials Utilized:

~ Postsecondary Educational Opportunities For Students With Disabilities
~ Career Exploration Program Brochure
~ Career Shadowing Form
~ Make School Real Evaluation Form
~ Lincoln High School Report
~ Pathways To Your Future

Program Features - The Lincoln High School Career Planning Program is made up of various initiatives involving the business community. These allow students the chance to explore their options and learn what careers might best suit them. Examples of these initiatives include: Career Shadowing, Pathways to Your Future, Career Swap, Hooked on Health Days and College/Career Night.

For more information contact:

Margaret (Miff) Mills, Career Education Specialist
Lincoln High School
3838 Trojan Trail
Tallahassee, FL 32311
(904) 487-7229

APPENDIX A

MATRIX OF PROGRAM FEATURES

MATRIX OF PROGRAM FEATURES

Application Name	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Dickson County High School *Dickson, Tennessee*	X	X	X	X	X	X	X	X	X		X		X		X		X	X
Cumberland County School System *Fayetteville, North Carolina*	X	X	X	X	X	X	X	X	X		X		X		X		X	X
Goose Creek High School *Goose Creek, South Carolina*	X	X		X	X	X	X	X	X		X		X		X	X		X
Center School District # 58 *Kansas City, Missouri*	X	X	X	X	X	X		X	X	X	X		X		X	X		X
Lincoln Public Schools *Lincoln, Nebraska*	X	X	X	X	X	X	X	X	X	X	X		X	X	X			X
Douglas High School ***Minden, Nevada*** 1995 National Honoree	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**	**X**		**X**			**X**

Code

1. ***Goal Setting***
2. ***Assessment***
3. ***Career Interest***
4. ***Educational Plan***
5. ***Career Plan***
6. ***Group Guidance***
7. ***Counseling***
8. ***Parent Participation***
9. ***Employer Participation***
10. ***Mentors***
11. ***Counselor Use Plan***
12. ***Work Experience***
13. ***Employment Portfolio***
14. ***Goal Implementation Strategies***
15. ***School Expectations***
16. ***Volunteerism***
17. ***Follow up Studies***
18. ***Staff Involvement***

Note: While all programs have to some extent all these features, only the special program features are indicated here.

Application Name	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*
Buckeye Career Center *New Philadelphia, Ohio*	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X
River Ridge Middle/High School *New Port Richey, Florida*	X	X	X	X	X	X	X	X	X		X		X	X	X			X
Upper Valley Career Development *Piqua, Ohio*	X	X	X	X	X	X		X	X		X			X	X			X
Springdale High School *Springdale, Arkansas*	X	X	X	X	X		X	X	X		X		X	X	X			X
St. Louis Public Schools Career Education Office ***St. Louis, Missouri*** 1995 National Honoree	X	X	X	X	X	X	X	X	X		X			X	X	X	.	X
Lincoln High School *Tallahassee, Florida*	X	X	X	X	X	X		X	X	X	X		X	X	X			X

Code

1. ***Goal Setting***
2. ***Assessment***
3. ***Career Interest***
4. ***Educational Plan***
5. ***Career Plan***
6. ***Group Guidance***
7. ***Counseling***
8. ***Parent Participation***
9. ***Employer Participation***
10. ***Mentors***
11. ***Counselor Use Plan***
12. ***Work Experience***
13. ***Employment Portfolio***
14. ***Goal Implementation Strategies***
15. ***School Expectations***
16. ***Volunteerism***
17. ***Follow up Studies***
18. ***Staff Involvement***

Note: While all programs have to some extent all these features, only the special program features are indicated here.

APPENDIX B

1994 NATIONALLY HONORED PROGRAMS

OMAHA PUBLIC SCHOOLS COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM	Grade Level		
	Kindergarten through Twelve		
	Rural	Urban	Suburban
	X	X	X

OVERVIEW

The Omaha Public Schools Comprehensive Guidance and Counseling Program provides a curriculum-based approach to address the career domain of student development.

Clarity of Purpose—The career curriculum includes an agreed-upon written statement of purpose, philosophy, goals, and outcomes. All materials were developed by program committee members who include counselors, teachers, administrators, community agencies, and industry.

Commitment—Teachers, community agency representatives, the business community, and counselors deliver the career program to all students. Personnel specializing in career planning are assigned to provide support and coordination for career planning in grades kindergarten through twelve. Advanced education planning specialist counselors are available in each high school.

Comprehensiveness—The career planning guidance curriculum is delivered to all students beginning in kindergarten. All students graduate with a career portfolio. Assessments are utilized throughout the program. At least two advanced career education evening programs for parents and students are provided each year in all district high schools.

Collaboration—Career planning program partnerships include: Urban League, University of Nebraska-Omaha, Metro Community College, Chamber of Commerce, Explorers, Nebraska Educational Planning Center, Gifted Education Instruction, vocational education and community relations agencies. The program has received over $100,000 in foundation grants each year for the past two years.

All goals and materials are designed and developed by committees representing various school departments, industry representatives and educational agencies. Advisory committees include parents/guardians, community and industry representatives, and counselors who monitor, evaluate, assess, and improve the career planning program. Parents have access to the student portfolio for comment and review.

Coherence—All students begin to develop career/educational plans in seventh grade. Students annually update their portfolios each year through grade twelve. They use the portfolio to prepare a resume and develop their career/education plan for after high school. All students graduate with a career planning portfolio.

Coordination—A written career planning curriculum is delivered to all students in grades K through 12. Specified outcomes and activities are developmentally sequenced for each grade level. Activities are delivered in conjunction with the academic curriculum. Career counselors formulate written plans that include activities, resources, and evaluation.

Competency—All students complete a career planning portfolio that includes goals, outcomes, and academic progress. Each component of the program is evaluated.

Commercial Materials Utilized:

- IDEAS Interest, Determination, Exploration & Assessment System (IDEAS)
- Self-Directed Search (SDS)
- The Harrington-O'Shea Career Decision Making (CDM)
- Myers-Briggs Type Indicator (MBTI)
- True Colors
- Guidance Information System

Non-Commercial/Local Materials Utilized:

- *Look to the Future* Curriculum Guide for elementary school
- Growing Through Developmental Guidance K-6
- Growing Through Transitions: Career and Educational Planning Grades 7-12
- Growing Through Counseling Curriculum Guide
- Educational/Career Planning Portfolio
- Parent Information Envelopes
- Career Educational Planning Brochures

Program Features—The Omaha career program is an integral component in a total, comprehensive, competency-based guidance program. The inclusion of career planning in a total program emphasizes the importance of career development in the student's total development. The K-12 career guidance curriculum provides comprehensive, extensive activities to provide students with a developmentally appropriate classroom-based approach to career development and career planning.

For more information contact:

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Omaha NE 68131
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DORCHESTER SCHOOL DISTRICT TWO SUMMERVILLE, SOUTH CAROLINA	Grade Level		
	Kindergarten through Twelve		
	Rural	Urban	Suburban
	X	X	X

OVERVIEW

The career counseling program of Dorchester School District Two promotes an ongoing, developmental career planning process for each student. The Student Career Planner offers documentation in grades six through twelve with tangible evidence of participation by students, parents, school, and business/industry/community. The program is comprehensive and developmental with numerous career exploration courses, extensive career planning activities at every grade level, and offers students a wide range of community-based career exploration and school-to-work transition options.

PROGRAM CHARACTERISTICS

Clarity of Purpose—The stated purpose of the program is to offer a career guidance program which will meet the career development needs of its students with components in career awareness, career exploration, and career preparation. The program purposes are committed to school personnel in a comprehensive plan for career guidance. Parents are informed through the use of newsletters. The community is informed about the program through the printing of numerous newspaper articles.

Commitment—An ongoing commitment of resources for materials, and student and staff time dedicated to the career planning program characterizes the program. Classroom time is dedicated for all students to participate in career exploration courses in the sixth, seventh, and eighth grades. Community employers and agencies commit a variety of resources for a career day, youth apprenticeship, mentoring programs, job shadowing, service learning and internships.

Comprehensiveness—A wide variety of career guidance and planning activities are provided for students at all grade levels six through twelve. Activities are designed to meet needs identified through structured needs assessment surveys.

Collaboration—The school partnerships with community groups provide students with a Career Speaker Day and a College Planning Night. A Business/Education Network for Math, Science, and Technology provides career exploration, job shadowing, and internships for students in careers related to these fields of study. Extensive school-to-work options are made available to students through community partnership efforts.

Student career planning and course taking is structured within five career clusters (business, engineering, health and human services, industry, liberal arts). At the end of the senior year, the Student Career Planner is given to the student and becomes valuable information for admission counselors and or prospective employers.

Coherence—The district makes use of a Student Career Planner (Portfolio). The information recorded and stored in the Student Career Planner enables students, parents, counselors, and community groups to see the developmental progress of each student and serves as a repository for assessment results, 6-year career development records, and the pertinent documents. Students and counselors add and update information several times each year.

Several assessment instruments (COPS, CAPS, COPES, ASVAB) are utilized, and students have access to the South Carolina Occupational Information System (SCOIS), and a variety of educational and occupational information booklets which explain school-to-work options.

Coordination—The career planning program is coordinated by the school counselors. Teachers receive inservice training in career development and guidance and are involved extensively in the program. Career activities are integrated in a number of classes and a variety of career guidance courses are provided. The math, science, and technology network is interdisciplinary requiring considerable coordination with community groups.

Competency—Student competency is documented in the Student Career Planner with a Career Competency. Final student evaluation of the program is collected at the conclusion of planning activities.

Commercial Materials Utilized:

- Career Targets
- Career Orientation Placement and Evaluation Survey (COPES)
- Career & Occupational Preference System (COPS)
- Armed Services Vocational Aptitude Battery (ASVAB)
- Self Directed Search (SDS)
- Career Ability Placement Survey (CAPS)

Non-Commercial/Local Materials Utilized:

- South Carolina Occupational Information System (SCOIC)
- Student Career Planner
- Career Development Record
- Occu-Find booklet

Program Features—The career planning program is documented in a Student Career Planner (Portfolio). The program is articulated in grades six through twelve and is designed to meet identified student needs. Students are provided with a number of career exploration and guidance courses. A number of career planning activities are provided at every grade level. Strong community partnerships provide students with a variety of career exploration and school-to-work transition options. The program coordinators make an exemplary effort to keep parents and the community informed about the program purposes related activities.

For more information contact:

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APPENDIX C

KEY CONTACT PERSON LIST-

STATE AND/OR NATIONALLY RECOGNIZED PROGRAMS

1995

In this appendix is a list of all of the 1995 Planning for Life programs that were recognized at the state and/or national levels.

This easy to access (alphabetized by state) list provides the reader a quick way to locate the contact person of a recognized Planning for Life Program anywhere in the country. The hope is that this listing will allow the sharing of ideas that is so necessary for career planning to become a mainstay of every curriculum nationwide.

KEY CONTACT PERSON LIST—1995 APPLICANTS

STATE	APPLICANT NAME	POINT OF CONTACT	GRADE LEVEL
ALABAMA	Calhoun County Area Vocational Ctr 1200 Church Street, SE Jacksonville AL 36265	Jeanne Hoopes 205-435-7990	10-12
ALABAMA	Grissom High School 7901 Bailey Cove Road, SE Huntsville AL 35802	Rachel Sykes 205-650-4340, ext. 17	9-12
ARIZONA	Sabino High School 5000 N. Bowes Road Tucson AZ 85749	Mr. Baarson 602-512-3232	9-12
ARIZONA	Mesa Public Schools 1025 N. Country Club Drive Mesa AZ 85201-3307	Fran Carney 602-649-2346	K-12
ARKANSAS	Springdale High School 1103 West Emma Springdale AR 72764	Jan Struebing 501-750-8883	10-12
FLORIDA	River Ridge Middle School 11646 Town Center Road New Port Richey FL 34654	Gerald Peterson 813-836-7777	6-12
FLORIDA	Lincoln High School 3838 Trogan Trail Tallahassee FL 32311	Susie Bush 904-487-2110	9-12
IDAHO	Lewiston Senior High School 1114 Ninth Avenue Lewiston ID 83501	Mary Lou Amidei 208-743-5557	10-12
INDIANA	Fort Wayne Community School 1200 S Clinton Street Ft Wayne IN 46802	Susan Hedges 219-425-7590	K-12
KENTUCKY	Lee County High School PO Box B Beattyville KY 41311	Sam Watkins 606-464-5018	9-12
MAINE	Charles C. Shaw School 75 South Street Gorham ME 04038	Patricia Wright 207-839-5015	7-8
MAINE	Oxford Hills Junior High 100 Pine Street South Paris ME 04281	Carlene Tredwell 207-743-5946	7-8
MAINE	Cony High School 104 Cony Street Augusta ME 04330	Joy Lanzilotta 207-626-2460	9-12
MARYLAND	Carroll County Public Schools 55 N Court Street Westminister MD 21157	Bev J. Kerkam 410-751-3331	K-12

MINNESOTA	Minnetonka High School Career Center 18301 Highway 7 Minnetonka MN 55345	Sally A. Hausken 218-847-8032	9-12
MISSISSIPPI	Yazoo City Municipal School District Box 127 Yazoo City MS 39194	Elouise Upchurch 601-746-7642	7-12
MISSOURI	Center School District #58 8071 Holmes Kansas City MO 64131	Sharon Nibblink 816-942-0326	K-12
MISSOURI	St Louis Public Schools 901 Locust Street St Louis MO 63101	Susan Katzman 314-231-3720 X 711	K-12
NEBRASKA	Valley Middle High School Valley NE 68064	Peg Pease 402-359-2121	7-12
NEBRASKA	Lincoln Public Schools PO 82889 Lincoln NE 68501	Buford Jones 402-436-1819	K-12
NEVADA	Douglas High School PO Box 1888 Minden NV 89423	Carolyn Porter 702-782-5136	10-12
NEW HAMPSHIRE	Fall Mountain Regional High School RR #1 Box 519 Langdon NH 03602-9612	Melanie Zwolinski 603-835-2917	9-12
NORTH CAROLINA	Cumberland County School System PO Box 2357 Fayetteville NC 28302	John Griffin 910-678-2442	K-12
OHIO	Buckeye Career Center 545 University Drive NE New Philadelphia OH 44663	Tom Rogers 216-339-2288	K-12
OHIO	Upper Valley Career Development Program 8811 Career Drive Piqua OH 45356	Carol Baer 513-778-0674	K-12
OKLAHOMA	Northwest Classen High School 2801 Northwest 27th Street Oklahoma City OK 73107	Theresa Wilson 405-942-5551	9-12
PENNSYLVANIA	Summer Tech Academy Bayer Corp 100 Bayer Road Pittsburgh PA 15205	Gabe Gabriel 412-777-2000	9-11
PENNSYLVANIA	Upper Moreland High School 3000 Terwood Road Willow Grove PA 19090	Sheri Lynn DeMiris 215-830-1500	9
SOUTH CAROLINA	Goose Creek High School Goose Creek SC 29445	Gail F. Darley 803-572-0130	9-12
SOUTH DAKOTA	Flandreau Public School 600 West First Avenue Flandreau SD 57028	Joan Evans 605-997-2455	9-12

TENNESSEE	Dickson County High School 509 Henslee Drive Dickson TN 37055	Judy R. Bledsoe 615-446-2295	9-12
UTAH	Mountain Crest High School 255 South 800 East Hyrum UT 84319	Chris Hart 801-245-6093	9-12
VERMONT	Middlebury Union Junior High Charles Avenue Middlebury VT 05753	Bernard Noble 802-388-3114	7-8
VIRGINIA	Heritage High School 3020 Wards Ferry Road Lynchburg VA 24502	Ruby Laughon 804-582-1147	9-12
VIRGINIA	Blue Ridge Regional Educational and Training Council PO Box 14007 Roanoke VA 24038	Sylvia W. Bailey 703-857-6022	K-12
WISCONSIN	Nicolet High School 6701 Jean Nicolet Road Glendale WI 53217	E Darlene Whiting 414-351-7557	9-12

APPENDIX D

STATE CAREER GUIDANCE SUPERVISORS LIST

STATE CAREER GUIDANCE SUPERVISORS

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APPENDIX E

U.S. ARMY RECRUITING COMMAND

KEY ADDRESSES

U.S. ARMY RECRUITING COMMAND
"PLANNING FOR LIFE" CONTACTS

October 1995

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COLORADO	Pat Felts Recruiting Battalion Denver 1600 Sherman Street, Suite 400 Denver, CO 80203-1620 Telephone Number: 303-894-9819

NOTE: In some instances, a state may be covered by more than one battalion. Depending on geographical location, the ESS listed as the point of contact might refer you to another ESS.

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